

Rugby High School Assessment, Recording and Reporting Policy

The purpose of this policy is to establish a clear framework for assessment, recording and reporting within Rugby High School. Individual departmental policies should reflect the guidelines contained in this document.

Assessment

Assessment is the process of obtaining, analysing and interpreting evidence by students and teachers to enable them to review, plan and develop learning. It is an essential component of effective classroom practice. It is also crucial in ensuring the school's accountability for standards to parents, governors and the wider community.

Quality assessment involves an evaluation of the piece or performance against predetermined assessment criteria. The assessor reflects on what the student has done and evaluates the quality of that work. It identifies strengths clearly e.g. relevance of the content to the question; demonstration of particular knowledge, understanding or skills; organisation of ideas; use of language (vocabulary, sentence structure); creativity, appropriate presentational devices. It informs the student what she needs to do to improve her work by setting one or more explicit targets. It gives the student information about how she can achieve her target(s) and shows evidence that previously set targets have been followed up. In assessing work, the balance of comment should be positive e.g. as in two stars and a wish.

Exemplar

Two Stars: Dinah, your answer is well focused on the question.

Your analysis of the causes of urban decay is detailed and well evidenced.

A Wish: In your next answer try to use more geographical terms (see the glossary on p 42 of the textbook).

Correction of Work

At RHS we follow a policy of selective correction. Selective correction involves the identification of some:

- misspelled words (normally not more than three per piece of work)
- a few individual sentences or possibly a single paragraph where the expression is either grammatically incorrect or hampers communication
- places where the punctuation is inaccurate or does not support the meaning (normally not more than three examples)

Teachers will use the following symbols to identify places where some form of correction or redrafting is required:

| Symbol or Abbreviation | Meaning and Action |
|------------------------|--|
| Sp | Spelling error. You will be expected to: look the correct spelling up in a dictionary; correct the spelling and write the correct spelling out three times and then use it in a sentence. Sometimes you may be given a spelling rule to learn and apply instead of this. |
| P | Punctuation error. The sentence must be rewritten using the correct punctuation. You may be asked to revisit a specific punctuation rule and to apply it. |
| // | New paragraph needed. You need to write a brief note showing that you understand why a new paragraph is required. |

| | |
|-----|--|
| W W | Wrong word: you are required to research the correct word and substitute it. |
| Exp | This symbol is used to indicate places where the expression lacks clarity, sentences are poorly shaped or there are syntactical errors. You need to redraft these sentences. If you try reading them aloud, you may be able to spot the error without assistance. If you can't, ask your teacher for help. |

Assessment may be formative or summative. It may be spoken or written.

Formative assessment is assessment for learning. It happens at the start or during the learning. It supports learning by helping teachers to identify what students know, understand and can do. It helps students to identify what they are doing well, what the gap is between their current performance and the next rung on the learning ladder. It suggests a means to take the next step. It may include some or all of the following: the explicit sharing of marking criteria and mark schemes, comment only marking, self or peer assessment, quality questioning including giving students thinking time, picture flash, traffic lighting. In formative assessment the student is an active partner in the assessment and the learning which follows it.

Summative assessment is assessment of learning and happens after the learning has taken place. It is used mainly to measure performance and clearly identifies a standard of attainment. It may take the form of external or internal examinations, end of topic tests, controlled conditions assessments etc. It allows students and teachers to understand the effectiveness of learning, and indicates how students have performed relative to national standards.

Frequency of Assessment

Students need prompt and regular feedback. The frequency of assessment will vary from subject to subject. The following is intended as a guideline to staff:

| Number of Lessons | Number of Assessed Pieces Per Half Term (8 weeks) |
|-------------------|---|
| 6 | 4 |
| 4 | 3 |
| 3 | 2 |
| 2 | 2 |
| 1 | 1 |

Some projects may extend over a number of weeks. Staff should help students to break large projects down into smaller tasks and feedback on those (either formally or informally) prior to the submission of the final piece. Recordings or pictures may be used to document skills based learning as a substitute for a demonstration of those skills.

Grading

At least one piece of work per half term should be graded using a national curriculum sublevel/RHS sub level or a GCSE/GCE grade. The school is moving to a new "RHS levels" system in September 2015 for the Year 7 cohort only and will be reviewing a new grading system accordingly.

Tracking

HODs and subject teachers are expected to be able to discuss the progress of the students for whom they are responsible. Each member of staff is expected to keep a record (either electronic or on paper) of their assessments of students' work and to be able to use it to discuss progress and plan future learning. In addition to the data included on reports and progress texts, HODs may wish to keep their own departmental data bases to track student performance which may contain additional data e.g. topic tests or end of unit tests. The school uses prior attainment and a range of information from other sources e.g. FFT (Fisher Family Trust)

Raiseonline, Level 3 Value Added and Ofsted expectations about progress to set targets for students. Student performance in the assessments and examinations that feed into progress checks and reports is assessed in relation to the should target, the TMG and the predicted grade. The results are analysed in order to see how different groups of students perform. The following groups are identified:

AB (Ability Band)
FSM (Free School Meals)
PP (Pupil Premium)
LAC (Looked After Children)
SEND A and P (Special Educational Needs and Disability at School Action and School Action Plus according to the old code)
EAL (English as an Additional Language)
Ethnicity
Year 12 joiners in Year 12/13

Assessments used for attainment checks and reports must be common to the whole year group. If the work has been marked by more than one teacher, the HOD is responsible for monitoring the work of each teacher to ensure consistency of assessment. He or she [or a teacher nominated by him/her] should sample three pieces per teacher by way of moderation and give advice about any necessary adjustments. Evidence of moderation should be visible. HODs are expected to discuss the results of attainment checks in departmental meetings and challenge underachievement. Departments are expected to be able to identify strategies that have successfully contributed to the raising of attainment in particular groups and have plans in place to tackle underperformance of specific groups and individuals.

Targets

A target is the end of key stage or course grade or level that a student should be attempting to reach or exceed. The target will be set by the department at the beginning of the key stage and will not be adjusted during the key stage. At RHS it is expected that a large majority of students will make more than expected progress over KS2-4 in the majority of their subjects. Departments must bear this in mind when target setting.

Target Setting for Year 7, Year 10 and Years 12 and 13

KS3: based on the student's KS2 points score (Maths, English and Science), performance in a baseline test (as recorded in the first school assessment slot towards the end of the first half term in Year 7) and employing data from the Fischer Family Trust and Ofsted about expected rates of progress.

KS4: Based on end of KS3 points score, FFT and Raiseonline.

KS5 Year 12 (AS): based on FFT chances graphs, GCSE points score in that subject (or relevant subject), Level 3 VA

KS5 Year 13 (A2): based on FFT chances graphs, GCSE points score in that subject (or relevant subject), AS points score in that subject, Level 3 VA

For students in the current Years 8, 9 and 11 (academic year 2014-2015) targets will be based on MidYIS and Yellis data.

Target grades will be shared with students and parents. Students' progress in relation to them will be monitored.

Predictions

In addition to receiving a target a student will also be given a prediction. A prediction is an informed professional judgement of the grade or level that a student is likely to reach at the end of the key stage or course (AS 2015), a projection based on the student's prior attainment and prior progress. Predictions will be reviewed during the key stage and may be adjusted.

Timetable for Setting and Reviewing Predictions

| Key Stage | Prediction for | When | Reviewed | Reviewed |
|-----------|----------------|---|-------------------|------------|
| 3 | End of KS3 | October Year 7 | End Year 7 | End Year 8 |
| 4 | End of KS4 | March/April Year 10 | January Year 11 | |
| Year | Prediction for | When | Reviewed | |
| 12 | End of Y12 | December Year 12 | Spring Progress 2 | |
| 13 | End of Y 13 | September Year 13 (UCAS Predictions) | February Year 13 | |

Reporting to Parents

Parents' Evenings

A parents' evening is held for each year group once a year. Parents' evenings are held between 5.30pm and 8.00pm. Students are encouraged to attend parents' evenings with their parents as a part of taking responsibility for their own learning. Teachers can ask students whose parents they want to see to make appointments. If a member of staff is ill or unable to attend parents' evening for some other reason, parents with appointments are offered the opportunity to leave details of either a phone number or an email so that the member of staff can contact them later.

Attainment Checks

Attainment checks are interim reports for parents on their daughter's attainment. In Years 7-10 students' attainment is normally checked three times a year. In Years 11-13 it is checked a minimum of three times a year. Attainment checks will be sent home to parents once a term. Attainment checks include either a National Curriculum sub level (KS3) and RHS level or a GCSE, AS or A2 grade. 2 grades will be reported. A level or grade which must be based on a piece of teacher assessed work common to all students across the year group and a teacher assessment level "overall". If the work has been marked by more than one teacher, the HOD is responsible for monitoring the work of each teacher to ensure consistency of assessment. He or she should sample three pieces per teacher. The attainment check will also show the level/grade achieved on the previous check.

Full Reports

Each parent receives a full written report on his/her daughter's progress annually. In addition to a subject report for each subject studied, parents will receive a form teacher's report and a headteacher's report.

Information for Staff

All reports are written in continuous prose.

Headteacher's Report

Normally comment on:

- Progress
- Significant concerns and actions to address them
- Potential

Form Teacher's Reports

Comment on:

- Progress
- Significant concerns and actions to address them
- The student's ability to work as part of a team
- The student's participation in school and external extra-curricular activities

- The student's participation in form activities e.g. charity fund raising, Christmas Fayre stall etc.
- If the student has a leadership post or post of responsibility, how she has fulfilled it.

Subject Reports

The following are included in subject reports. **An opening statement** that is personal to the student e.g. *Rachel is a lively and enthusiastic student who is always keen to participate in learning activities.*

- **A comment on the skills that the student has developed and her achievements** e.g. *She has continued to develop a range of practical skills this year, and her analysis of practical work is increasingly detailed, with confident use of specialist vocabulary. Rachel collaborates well with others, and often offers constructive ideas for practical work.*
- **Identification of no more than two areas for development** e.g. *Rachel should try to refine her performance ideas through the rehearsal process.* Detailed advice on how to improve should not appear in reports as the report is addressed to the parent and not the student.
- **A final comment/celebration of success** e.g. *Rachel has really impressed me this year with the ambitious creative pieces that she has produced.*

N.B. Comments on examination performance should only be made if the exam is within half a term of the report being written.

Last review: November 2016